

**INCREASING STUDENTS ENGLISH VOCABULARY USING  
STUDENTS TEAMS ACHIEVEMENT DIVISION (STAD) AT THE  
SECOND YEAR OF SENIOR HIGH SCHOOL AL-ISLAM 1  
SURAKARTA:  
AN ACTION RESEARCH**



**RESEARCH PAPER**

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by

**ANTON PRIYOGUSTOPO**  
A 320 040 198

**SCHOOL OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Vocabulary is central to the learning process. By learning English vocabulary activity, people may gain important information that is not presented by teachers in the classroom. Vocabulary is one of the components in language skill. This component is very important, because by mastering the English words correctly people can avoid misunderstanding among others. Therefore, the students have to master the English vocabulary.

Teaching vocabulary is not an easy job. There are many problems in teaching vocabulary. Firstly, actually, students have to memorize many English words, and they must know the meaning. Second, the students are shy to use vocabulary of English word, since they are afraid of making mistakes. Third, the students are not interested in the teacher's way of teaching.

One of the most difficult tasks of a language teacher in the context of teaching English as a foreign language is to foster attitude toward vocabulary. It is caused by the limited time and other constraints they faced during the teaching and learning process. Teachers are often unable to encourage students to find entertaining and interesting information in vocabulary materials. Therefore it often creates a negative mind-set in students who consider the effort to interact with vocabulary materials as an unattractive activity compared to the process they may get from visual electronic media.

Vocabulary programs may help students develop their language skills necessary for success. But it is hard to implement an effective vocabulary program, especially in countries where English is treated as foreign language. The success of implementing vocabulary programs will depend on the students' interest.

In relation to vocabulary, the survey research administered by National Education Department of Republic of Indonesia showed surprising results. It is proved that vocabulary comprehension competence of elementary school students were in a low level. Almost 76.95% of students were unable to use dictionary. Among those who were able to use dictionary, there were only about 5% can search words in Indonesian Dictionary systematically (Muhibbin, 1995: 34).

Based on the finding it is necessary for language teachers to foster students develop vocabulary. It may be done by selecting proper materials to the students. The reading programs may be useless if it is not done properly. Teachers should select vocabulary materials that are relevant to the students' needs and interests.

Teaching and learning process of English in Junior High School mostly emphasizes reading, writing, listening and speaking integratedly. Besides those four language skills in teaching English such language components as vocabulary, structure, spelling etc must also be paid attention to. Based on *The Outline of Teaching Material of 2004 (Garis Besar Pokok Pengajaran* or GBPP) the competence standard should be mastered by SMA

students in reading to understand various meaning in written texts. The competence covers interpersonal, ideational, and textual meaning (Depdiknas, 2004: 16). It means that the students should master the above meanings in written texts.

In teaching vocabulary, teachers have to be able to make interesting materials for the students in the process of teaching and they have to know how to apply it. The teachers try to revive the students' attention and make them creative and active. Vocabulary skill emphasizes the students to make them active in speech and write.

Teaching means not only to show the teachers' acquaintance with English knowledge especially in teaching translation of vocabulary, but also the teachers' talent, experience and handiness of approaching their students to make the class enjoyable, relaxing and interesting to them, so that, they will grasp the lessons excitedly and interactively (Effendi, 2005: 1).

Senior High School Al-Islam 1 Surakarta is one of the Senior High School in Surakarta. Most of the students who study in this Senior High School are students who have good rank from their Junior High School. One of strategies to make students learn vocabulary is using STAD.

Students Teams Achievement Division (STAD) is used to create communicative competence as the object and to develop some procedure for teaching. Theory basic skill function as the foundation for the mater English. The students are engaged to use the language they learn through communicative activities with cooperative learning method. Instruction in tasks

meaning strategies is not an add-on, but rather an integral part of the use of reading activities in the language classroom. Instructors can help their students become effective readers by teaching them how to use strategies before, during, and after reading and tasks meaning.

In fact the students have difficulties in mastering the four language skills, and the English teacher here is focused on reading vocabulary, pronunciation and grammar. So, the teacher tries to explain the material step by step. It may be done by selecting proper materials to the students. The teaching-learning programs may useless if it is not done properly. Teachers should select the materials that are relevant to the students' needs and interests.

Teachers need to know about teaching-learning process for the best result of the teaching. Teaching will be successful if the teachers can adapt themselves with the mental of child, like their talent, intelligence, interest, and character. STAD is used to be a base together with the knowledge about the technique, theory, and evaluation of the teaching in the school. Based on the explanation above the writer is interested in conducting a research entitled "INCREASING STUDENTS ENGLISH VOCABULARY USING STUDENTS TEAMS ACHIEVEMENT DIVISION (STAD): AN ACTION RESEARCH OF THE SECOND YEAR OF SENIOR HIGH SCHOOL AL-ISLAM 1 SURAKARTA".

## **B. Previous Research**

In this part, the writer will discuss some previous researchers to prove the originality of this study. There are researchers who present the study about teaching-learning process using different objects.

The first study was conducted by Sumiyati (2006) from Muhammadiyah University of Surakarta with entitle "*The Result of Teaching Modal Auxiliaries by Using Communicative Approach to the First Years Student of SMK Islam Sudirman Ambarawa 1998-1999*". Here she only analyzed the student's achievement in learning modal auxiliaries by using communicative approach.

The second study was conducted by Nety (2005) from Sebelas Maret University, entitled by "*A Survey on the Application of Communicative Approach in Teaching Reading Comprehension at the Second Grade Students of SMPN Kedung Jati Grobogan*". In her study she described the teachers who had different characteristics in their manners to convey messages, but they had the same objective, that is to help the students understand the reading text. Besides, she described the factors that support and hamper the application of communicative approach in teaching reading comprehension in SLTP I Kedung Jati Grobogan.

Both two related researches and this research paper are basically about the teaching-learning process of vocabulary as the subject matter. In this research, however, the writer is going to explore the method in increasing students' vocabulary using Students Teams Achievement Division (STAD) of the 2<sup>nd</sup> grade of Senior High School Al-Islam 1 Surakarta.

### **C. Problem Statement**

Based on the background of the study explained above, the writer presents the problem: “Can Students Teams Achievement Division (STAD) increase the English vocabulary of the second year students in Senior High School Al-Islam 1 Surakarta?”

### **D. Objective of the Study**

Generally, the study aims to increase the students’ English vocabulary in Senior High School Al-Islam 1 Surakarta by Students Teams Achievement Division (STAD). Specifically this study is to:

1. describe the implementation of Students Teams Achievement Division (STAD).
2. find whether or not Students Teams Achievement Division (STAD) can increase the students’ English vocabulary.

### **E. Benefits of the Study**

The writer hopes that this research paper will have some benefits in English teaching and learning:

1. Theoretical Benefits
  - a. The results of the research paper can be used as an input in English teaching learning process

- b. The results of the research paper can be used as the references for those who want to conduct the research in English teaching learning process

## 2. Practical Benefits

- a. For the writer himself, he can also get the large knowledge about the difficulties in implementing teaching vocabulary using Students Teams Achievement Division (STAD) in applying and using it, especially in teaching English.
- b. The readers will get large knowledge in teaching English using Students Teams Achievement Division (STAD).
- c. The teacher will get the knowledge in applying Students Teams Achievement Division (STAD) in teaching English.

## **F. Research Paper Organization**

This research paper consists of five chapters. The organization is done to make it systematic the paper systematically. The writer presents the frame works as follows.

Chapter I is introduction. It consists of background of the study, previous researches, problem statements, objective of the study, benefits of the study and research paper organization.

In chapter II, the writer talks about underlying theories. It is the basic theories that are closely related to the topics: STAD which consists of the notion of STAD, the principals of STAD, the characteristics of STAD, the

goal of STAD, the procedure of STAD: the techniques of STAD and English teaching learning in senior high school, theoretical framework, and working hypothesis.

Chapter III, presents research method. It consists of the types of research, subject, object of d study, data source, and description of school, technique of collecting data, technique of analyzing data and action procedures.

Chapter IV deals with the result of the observation. It is about the lesson planning and materials, the process of teaching and learning, teacher and students activity.

Chapter V is the last chapter, it concerns with the conclusion and suggestion on the teaching of English vocabulary using Students Teams Achievement Division (STAD) in the second year students in Senior High School Al-Islam 1 Surakarta.